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ABSTRACT

The purpose of this study was to design and implement a school-based career development workshop for parents. Analysis of the impact of that treatment on the career maturity of their children who were seniors in high school was the central concern. In order to improve parents' abilities to communicate effectively with their children concerning career planning, it was hypothesized that seniors whose parents participated in a career development workshop were likely to display more growth in career maturity than those whose parents did not participate. The subsidiary thesis was that parents would manifest interest in and benefit from a career development workshop. The results of the study did not support the first hypothesis. The parents did, however, demonstrate an interest in and a desire for more career development information. (LRA)

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SELECTED ASPECTS OF PARENTAL INFLUENCE ON HIGH SCHOOL SENIORS' CAREER DEVELOPMENT

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SELECTED ASPECTS OF PARENTAL NF:UENCE ON HIGH SCHOOL SENIORS' CAREER DEVELOPMENT

Esther M. Bearg

I. Introduction

Prior to the industrial revolution concern about career development was irrelevant. Work was synonymous with survival; roles were prescribed. Since children inherited occupations and learned the necessary skills from their parents, rarely was there a choice. However, when the factory replaced the home as the locus for work, concern for formal career preparation became an educational issue. Schools have assumed the burden for intentionally educating students, but attitudes about work, which continue to be molded at home before children enter school, are attitudes which continue to affect students' behavior throughout life. Today, the need for a joint effort between the home and the school to synchronize an awareness about careers and career development is an indispensible component of the educational process.[1]

Education about work begins early in life. As children become aware of parental concerns at home, at business, or in voluntary capacities in the community, they enculturate a relationahip between the quality of their lifestyles and the occupations of their parents. Thus their life chances and life choices vary according to the social structure and to the opportunities offered within that structure. Moreover, work is od paramount importance in American life. The choices made in the passage from the status of high school senior to that of worker or college student are critical; high school programs ought to facilitate the transition.

Two central concerns of this study were: (1) the purpose of the career education concept, and (2) the parents' role in the career development process of adolescents. Should the primary focus of career education be on specific skills needed for job training or on self-actualization for high

school seniors? If vocational job training is paramount, then schools ought to teach specific skills for specific occupations. If self-actualization is the priority, then programs that incorporate the teaching of occupational survival skills (the fundamentals of reading, writing, and computing, and an understanding of the socioeconomic structure and political structure in which students live) are necessary.[2] If parental influence in career planning is a significant factor in the choices of young adults, then career development programs that include parents are needed. What should the parents' role be in the career development of high school seniors?

Current research shows that many will change their careers five or six times in one lifetime. Thus the one life/one career imperative is a myth.[3] Despite the persistence of this career selection myth and single career pursuit for four or five decades, individuals realize that earning a living in a dynamic society requires a flexible attitude toward career choice, a willingness to upgrade skills, and the ability to pursue additional formal schooling that keeps pace with technology and research. In order to encourage this flexibility, career development programs offer information and experience with which to make informed career decisions.

Background for the Study

Parents and professional educators are the agents of a technological society; both are expected to help young people with their career planning. Yet parents have not been encouraged to work actively with schools on career development. In order to provide some of this encouragement, this study offered a way of bringing families and school personnel together by means of a school-based program: a workshop for parents on the career development of high school seniors. This broad goal was subdivided into several more specific tasks:

(1) to examine the current issues in career education that ultimately affect career development;

(2) to identify critical elements of parental influence on career development;
(3) to select a model;
(4) on the basis of these findings, to create and implement a curriculum, a career development workshop on career maturity of high school seniors;
(5) to determine the extent of parents' interest and the implications of parental influence for secondary school career development programs; and
(6) to suggest further research directions for the study of parental influence on career maturation.

Assumptions

Three major assumptions are the basis for the research on the parents' role in career development. (1) All individuals undergo a process of career development. For many Americans the exploration phase of this process becomE manifest during the senior year in high school because students must plan for their future. (2) Adolescence is fraught without a clear idea about personal identity.[4] During this period, schools and parents can aid in the discovery process by directly or indirectly helping studnets prepare for their post-high school years. (3) Parental influence is a prime factor in the maturation process. Therefore, the direct involvement of parents in career education should have significant effects.

Rationale and Significance of the Study

The present study examined aspects of the parental role in the career development of high school seniors in order to add to the knowledge of what can help young people make good career decisions. While adolescents are in the process of exploring who they are and where they belong in relation to the rest of the environment, high school graduation--a crucial institutional convention--obliges these youths to make critical decisions about their future. Some young adults eagerly and maturely make these decisions; others do not. Research into vocational maturity indicates that a readiness may be encouraged through curriculum and counseling interventions and by parental reinforcement

of school efforts. Barbara Shade suggests a "parallele curriculum for parents similar to the one for students" to explore ways in which children learn about problem solving, decision making, and career related resources.[5]

If elements of schooling and the world of work are to coalesce, then curriculum design must encourage the flexibility in career choice that is necessary to accommodate to changes in technology, individual interests, and values. These factors, nurtured in a particular socioeconomic and political climate, assure well-prepared people survival in a future that promises "galloping diversity."[6]

Students in high school need a supportive home environment while they develop increasing independence. High school seniors in the United States, required by the structure of educational institutions to make decisions about their future career choices, are particularly vulnerable. They face the paradox of choosing their destinies freely while subtly being coerced into meeting the standards and expectations of elders who represent society. The choices of careers assume a significance beyond remuneration because they organize students' lives and affect their later years.[7] If parents understand the lifelong process of career development and have an awareness both of the work process and of the demands of the labor market, then children will be in an environment which fosters career decisions favorable to their needs.

Although the literature includes studies about parental attitudes toward work, school, and their children's achievement in relation to success, evidence from an informal survey of schools in two countues in New Jersey and from examination of programs in several states indicates that parents are involved peripherally in school-based career education programs.[8] Only one report that directly involved parents of high school youth in a career development experience had been found.[9] Thus the present study served a need for more research into the parents' role in career development.

Statement of the Hypothesis;
Delimitations of the Study

The resesrch involved parents in a school-based program. Participants learned about careers and the skills that are helpful in human relations. The central hypothesis of the study regarding the effects of the workshop were that seniors whose parents participate in a career development workshop are more likely to display more career maturity thas those seniors whose parents do not participate in the workshop. In order to test this research hypothesis, it is restated as a null hypothesis: There are no significant differences in the career maturity of students whose parents participate in the career development workshop and students whose parents do not participate in the workshop. A subsifiary thesis was that parents of high school seniors will express interest in and benefit from a workshop on career development.

For the purpose of the study the following delimitations were made. Seniors at West Orange High School, West Orange, New Jersey, were included in the study. It was recognized that while career development is a lifelong process, the senior year in high school is a decisive point in that process. Individuals are expected to assume adult responsibilities, i.e. to earn a living or to continue education after graduation from high school.

he selected aspects of parental influence that were examined in the study included parents' understanding of the career development process, their acquisition and sharing of specific career information, their skill in communicating with their youngsters, and their knowledge of the resources available for finding additional career data. In addition, the expressed interest of parents in a career development workshop and the benefits they perceived from such involvement were noted.

Definitions of Terms

Career: A general term that describes a life encompassing sequence of

work and work-related positions, paid or unpaid.[10] Super believes that the career belongs to the person. "Career" can also describe a major change in a person's function at work.[11] In this study, due to the exploratory nature of career development of high school seniors, "career" refers to any field of study or type of work in which students plan to engage.

Career Education Concept: The 1974 Office of Career Education definition of career education is the "totality of experiences through which one learns about and prepares to engage in work as part of her or his way of livings."[12] Implicit in this comprehensive definition is a developmental concept of education which includes components such as personal, occupational, and vocational counseling as well as academic skills and knowledge and vocational training.

II. SELECTED MODEL, THEORIES OR CAREER DEVELOPMENT AND PARENTAL ROLE

Since 1971, when "career education" as a term was introduced, research studies, demonstration projects, and classroom activities have been sponsored by federal, state, and local agencies.[13] A review of the various education models used indicated the suitability of a school-based model. The model allows curriculum options to be used within the school setting. The concern of the high school seniors and their parents for the next steps in career planning made this model especially appropriate.

Career Development Theories

All career development theories incorporate the intrinsic factors of personality and the extrinsic elements in the environment that combine to affect career patterns and choices. The stress is on the individual's ability to cope within the present structure of the economy. In a culture

that breeds on and reacts strongly to technological changes, an understanding of career development and the process of how to assess continually individuals' choices and their consequences is important for educators.

A number of career development theories have evolved since the beginning of this century.[14] All current theories include ideas from psychology, sociology, economics, and political science.

This study used the Ginzberg and Super developmental and self-concept theories of career choice. Ginzberg and his associates state that occupational choice is developmental, lasting over a period from six to fifteen years. Each decision, which includes the factors of reality, educational process, emotions, and the individual's values, is related to the series of experiences and information received. Career choice involves the balancing of the person's self-concept and subjective interests and the reality of socioeconomic and political factors.[15]

Super's approach to vocational choice describes a series of life stages and developmental tasks that extend over a life time and happen simultaneously or sequentially and frequently overlap. Super postulates that individuals have career patterns rather than a static one life/one career. Moreover, he sees women's patterns differeing because of their additional cultural and biological roles.[16]

Parents' Role in Career Development

Parents are among the primary socializing agents in American society. As such they are in key positions to influence their children's values and behaviors. The impact of this guidance is as string in career development as it is in all areas of human growth. Parents' socioeconomic status, the role models they manifest, the money they provide, and their attitudes toward learning and the benefits of schooling are influential factors. Often the

career aspirations parents have for their children are socially and culturally determined.

With the present trend toward greater parental participation in institutional education, there is a desire among parents, especially those in the loweer socioeconomic strate who have heretofore been in awe of the school system, to abolish the educational monopoly that schools have held over them.[17] Many parents have rediscovered their roles as educational consumers and providers. Improved career education programs, which can involve all parents, is an appropriate response to this reawakening and to the "Eighth Annual Gallup Poll of the Public's Attitudes Toward Public Schools" which found that eighty to ninety percent of the people indicated a desire for increased emphasis on career education in the schools.

The workshop described in this study offered a means for opening the schoolhouse to the parents. It was a deliberate, systematic effort to legitimately increase the communication between families and schools concerning career planning.

III. DESIGN OF THE STUDY

In order to conduct research on the relative influence of the parents' role in the career decisions of high school seniors, a workshop on career development was formulated. A curriculum, which incorporated the critical issues of career education and career development, was constructed. The study included formal and informal evaluations of the high school seniors' career maturation before and after their parents' workshop. Also essential to the project was the participants' evaluation of the workshop.

Curriculum of the Career Development Workshop

A jury of experts, invited to respond to an opinionnaire, determined, through their composite rating, the topics on which the workshop would focus.[18]

TABLE 1

OUTLINE OF WORKSHOP SESSIONS

Session Problems	Objectives	Activities
Session I Career Development and Career Education: What are they and why are they important?	(1) To learn about career development in order to be more aware that it is a process which takes a lifetime; a series of decisions by which people select careers (2) To learn about career education in order to be more aware of the links between school and work and the selection of careers	(1) Rationale for workshop; importance of work as way of defining selves; discussion (2) Definitions, explanations, history of C.E. and C.D. (3) Discuss expectations of course; what they would like to discuss in future sessions (4) Vocational Interest/Preference Inventory - do, discuss use; give rationale
Session II Techniques for evaluating career skills and improving communication.	(1) To learn about one means of communication with children (P.E.T.) (2) To learn ways to assess values, interests, talents needed in selecting satisfying careers for individuals (3) To become aware of relationships among familial, social, economic, political influences in selecting careers	(1) Explanation of one aspect of P.E.T. as related to careers (2) Decision making model (3) Forced choices excercise (4) Attitudes toward careers; a way of assessing values (5) Creating a career to fit an individual
Session III Career Information: What sources are available?	(1) To learn about sources of career information (2) To learn about rationale for financial aid and sources of financial aid (3) To discuss skills needed for occupational survival (4) To review forms students and parents need or encounter as they prepare for further schooling and careers	(1) Look at representative collection of college and career school catalogues, applications (2) Share D.O.T., Occupational Outlook Handbook, local telephone directory (3) Read a job analysis; and discuss career ladder; use as a basis for doing one with which they are familiar (4) Discuss skills important for occupational survival (5) Share available data about financial aid
Session IV Sex and Minority Group Stereotyping: How do they affect career development?	(1) To raise consciousness of parents to occupational stereotyping in this country (2) To create awareness of how those barriers can be broken down	(1) Discuss ideas, feelings about stereotyping (2) Statistical data; the law; socialization of boys and girls (3) Film or interview with person in non-traditional occupation for sex or minority group (4) Activities using adjectives, want ads, etc. to see how people respond when unaware of person applying for job
Session V Overview and Integration: Summarize the "how", "what" and "why" of career development	(1) Discuss workshop and its meaning for each participant (2) Review and/or complete activities of other sessions (3) Evaluate workshop	(1) View film or filmstrip that is appropriate to generate discussion of workshop (2) If time, share parts of Super Career Development Inventory (3) Use form prepared to evaluate sessions

Note: All sessions will begin with greetings, review of previous sessions, questions and discussions.
All sessions will have some materials that can be taken home.
Parents will be encouraged to share all their materials and experiences with seniors.

On the basis of response, five topics were arranged in a sequence, and each became a major theme for a separate workshop session. (Table 1 is an outline of the topics for each session.) Such items as the importance of career development, the techniques for evaluating career skills, career information sources, and sex and minority group stereotyping in career development were included.

Comparative Correlational Component

In this part of the study the independent variable was the program on career development and its effect of the parents who participated in the workshop. The dependent variable was the change in career maturity of the students whose parents came to the workshop. The central hypothesis here was that parents who attended the workshop would indirectly influence their children so that those children would reflect greater changes than those whose parents did not participate in the workshop. (Table 2 shows the design of the demonstration project.) The subsidiary thesis was that parents would manifest interest and benefit from a career development workshop.

TABLE 2
DESIGN OF THE D MONSTRATION PROJECT

	Random Assignment to Group	Variables	
		Independent	Dependent
		Parents	High School Seniors
Seniors Whose Parents Showed Interest in the Workshop	Experimental	Workshop	Career Development Inventory Pretest - Posttest
	Control	No Workshop	Pretest - Posttest

Procedures and Sampling

The sampling, the development of the curriculum, the implenentation of the parents' workshop, and the evaluation of seniors before and after the parents' workshop were the main procedures used for this investigation.

To minimize a number of variables, precautions were exercised in the selection of the sample. Parents whose first-born children were seniors were selected: they and their children had no prior experience in these generational roles.

From the senior class of 318 at West Orange High School, ninety-two students were identified as first-born children. Letters of invitation were sent, and followup calls were made to the parents of these seniors. A total of thirty-seven interests parents agreed to participate. Fifteen students, whose parents were selected randomly, were designated as the experimental group. The control group consisted of twenty-two whose parents were interested but did not attend. Thus the sampling utilized the importance of interest as a basis for parental influence.

The seniors in the experimental and control groups, who were the dependent variable, received the same counseling and general services offered to all seniors. Access to all written materials used in the workshop was offered to parents of both groups. The workshop experiences supplemented the usual services offered by the guidance department.

Seniors' Career Maturation

An assessment of students before and after the workshop monitored the change in career maturity. An effort was made to avoid the distinction of stating that one career was better than another. The "Career Development Inventory" was administered to the students early in the senior year, before the first session of the workshop.[19] The results were scored and kept on file.

After completion of the workshop, students were evaluated again. The results were compared with those of the original assessment. The statistical data include the results of the t-test for a difference between two independent means, the pretest of seniors (M^1), snd the posttest of seniors (M^2). This procedure would illustrate if the differences between scores of seniors whose parents participated in the workshop were significantly different from the scores of those seniors whose parents did not.

"The Career Development Inventory, High School Form III," developed by Super and his associates, was selected because a search of the literature indicated that it would be the most appropriate instrument for the project.[20] It is fair to both sexes, and it is administrable to in-school groups.[21]

IV. FINDINGS

There were no significant differences in the growth in career maturity between seniors whose parents participated in a career development workshop and seniors whose parents did not participate in a workshop. The quantitative data to test the hypothesis for an interval of four months were based on the results of the October pretesting as compared with the February posttesting of the Career Development Inventory.

Seniors were asked to rate themselves in comparison to their peers on career related items such as how musch thought and planning they had done about educational alternatives and financial aid sources for schooling. There were no right or wrong answers. Answers that were congruent with the test constructors' concept of career maturity were given the greater scores.

The t-test for the significance of independent groups of unequal size was used. The sample of thirty-seven included fifteen in the experimental group and twenty-two in the control group. A t-value of .0850 was computed.

It was not significant since the t-value which was significant at the .05 level for thirty-five degrees of freedom was equal to 2.051. Because the t-value of .0850 was less than 2.031, the null hypothesis was verified. It was concluded that there were no significant differences between the experimental group of students whose parents participated in the workshop and the control group of students whose parents did not participate in the workshop. (Table 3 gives the figures for the t-test of significance.

TABLE 3
TEST OF SIGNIFICANCE FOR INDEPENDENT GROUPS OF HIGH SCHOOL SENIORS ON THE CAREER DEVELOPMENT INVENTORY

High School Seniors	N	Career Development Inventory Pretest/Mean	Posttest/Mean	df	t
Experimental	15	6249	6496	35	.0850
Control	22	8980	9268		

Evidence to support the secondary thesis--parents would manifest an interest in and benefit from a career development workshop--was indicated in an anonymous evaluation. The assessment, given to the parents who attended the workshop, revealed high interest and confidence in the idea of a school-based workshop for parents of high school seniors. The evidence strongly suggested that the workshop increased their awareness and knowledge about the interdependence of career choice, individual values, and the conditions of the marketplace.

Three factors may have affected the quantitative findings regarding parental influence on seniors' career planning. First, students attitudes reflected their motivation. Some took the Career Development Inventory sincerely and stated that they were more cautious in their responses on the posttest than on the pretest.[23] Others claimed they were not serious about

testing because the inventory results would not appear on a permanent record. Second, the length of time between the pretest-posttest administrations (four months) may not have been sifficient to reflect changes in career maturation. Third, the homogeniety of the socioeconomic status of the families in both the experimental and control groups may have predisposed the students to similar parental influences that would not have been altered significantly by a five-session workshop on career development. (Table 4 shows the socio-eco omic distribution of the students in the study.)

TABLE 4
SOCIOECONOMIC DISTRIBUTION OF STUDENTS IN THE STUDY

	Numerical Distribution			Percentage Distribution		
	Experimental	Control	Total	Experimental	Control	Total
High	10	9	19	67%	40%	51%
Middle	5	10	15	33%	46%	41%
Low	0	3	3	0%	14%	8%

Note: Percentages have been rounded to the nearest percent.

Although the samples were small, an analysis of the socioeconomic status for the students showed few in the lowest socioeconomic level. In terms of percentage comparison about an equal percentage were in the high and middle for the control group (forty and forty-six percents) whereas there were nearly twice as many in the high as in the middle group in the experimental group (sixty-seven to thirty-three percents). It is possible to infer, based upon the research concerning parental influence on career choice, that students and parents in the higher levels of socioeconomic status generally are well-informed about careers by the time the students are seniors in high school. Therefore, their initial scores on a career inventory may begin at a high level and statistically show less change in maturation on a posttest taken within a four month period.

In addition, the relative homogeniety of the socioeconomic status may have affected the results. Parents in similar social classes tend to inculcate similiar values in their children.[24] The findngs in this study reflect the sample of middle and upper socioeconomic status parents and seniors. With so few lower socioeconomic status parents represented, no comments regarding the career development of the poor may be made from this study.

V. SUMMARY AND RECOMMENDATIONS

Summary

The purpose of this study was to design and to implement a school-based career development workshop for parents. Analysis of the impact of that treatment on the career maturity of their children who were seniors in high school was the central concern.

In order to improve parents' abilities to communicate effectively with their children concerning career planning, it was hypothesized that seniors whose parents participated in a career development workshop were likely to display more growth in career maturity than those whose parents did not participate. The subsidiary thesis was that parents would manifest interest in and benefit from a career development workshop. The results of the study did not support the first hypothesis. The parents did, however, demonstrate an interest in and a desire for more career development information. They endorsed the workshop and recommended it for students and for parents.

Recommendations

There are many ways career education can be implemented.[25] On the basis of the Career Development Inventory, the informal survey of the districts surrounding West Orange, New Jersey, and the reports from the state departments

of education in the nation, little is being done in the crucial area of home/school participation, particularly on the high school level. Some of the limitations to a comprehensive program are financial. thers are attitudinal and will take time to overcome. All education relates to career education because many of the skills used in careers are those learned in school and required in all social settings: i.e. working with others cooperatively, dependabulity, loyalty, punctuality, etc.

The qualitative evidence strongly suggests that the program has the potential to establish legitimate ways for parents to participate in school career development activities. It is recommended, therefore, that replication of the entire project, including the administration, evaluation, and analysis of the pre/post Career Development Inventory results, be undertaken with the following changes: (1) with larger samples, (2) in a variety of urban, suburban, and rural communities, (3) with populations of varying s cioeconomic status, and (5) with populations of heterogeneous racial and ethnic origins. The extent of the importance of parental interest in the career development of their high school seniors, which was derived from the subjective evaluations in this study, is a promising area for quantitative investigation. To select the control group from the cohort of students whose parents indicate no interest in their children's career development could yield important data. Additional measures of career maturity should be introduced to verify the Career Development Inventory results and to increase the range of characteristics that are assessed by paper and pencil tests. Data from each workshop would be helpful to specific schools. Data from the comparative studies of parental influence using samples from diverse social classes and ethnic groups could not only be the basis for innovative programs for parents in schools, but might present evidence for new or revised career development theories. Further investigation of differences between and among the sexes in different social

classes and ethnic groups promises data to consider in building a career development curriculum for students and parents.

Certainly, data from all the groups could then be analyzed and used in helping curriculum specialists and career development theorists move toward sophisticated and unifying strategies for involving parents in a variety of career development programs that would benefit all students.

FOOTNOTES

1. Aimee Dorr Leifer and Gerald S. Lesser, The Development of Career Awareness in Young Children, NIE Papers in Education and Work: Number One (Washington, D.C.: National Institute of Education, 1976), pp. 38-39; L.S. Hansen, "Career Development: Humanizing Focus for Educators," Journal of Counselor Education, 3:1:47, 1976.

2. Robert E. Nelson, "Occupational Survival Skills Project" (Urbana-Champaign: Department of Vocational and Technical Education, University of Illinois, 1977), pp. 1-12. (Mimeographed).

3. Seymour B. Sarason, Work, Aging, and Social Change (New York: The Free Press, 1977.

4. Erik H. Erikson, Identity: Youth and Crisis (New York: W.W. Norton, 1968), pp. 128-138.

5. Barbara J. Shade, The Community and School-Based Career Education: Parents and School-Based Education (Columbus: The Center for Vocational Education, The Ohio State University, 1975), pp. 13-15.

6. Marvin J. Feldman used the phrase in a speech delivered at a symposium on career education at Montclair State College, New Jersey, Spring, 1972.

7. Erikson, p. 129; Sarason, pp. 1-30.

8. Letters and telephone conversations with communities surrounding West Orange, New Jersey, and examination of materials received from most of the states in the country indicate the extent of parental involvement.

9. H. Daniel Lea, "A Personalized Parents' Workshop on Vocational Choice," The Vocational Guidance Quarterly, 24:373-375, June, 1976.

10. Donald E. Super, Career Education and the Meaning of Work (Washington, D.C.: U.S. Department of Health, Education, and Welfare, June, 1976), pp. 20, 26.

11. Sarason, pp. 1-120.

12. Kenneth B. Hoyt, An Introduction to Career Education, U.S. Department of Health, Education, and Welfare, No. (OE) 75-0054 (Washington, D.C.: Office of Education, 1975), p. 4.

13. Sidney P. Marland, Career Education (New York: McGraw Hill, 1974), pp.1-3.

14. Samuel H. Osipow, Theories of Career Development (Englewood Cliffs: Prentice-Hall, 1968), pp. 1-11.

15. Eli Ginzberg, et al. Occupational Choice: An Approach to a General Theory (New York: Columbia University Press, 1951).

16. Super, pp. 22-24.

17. Shade, pp. 1-3.

18. Esther M. Bearg, "Selected Aspects of Parental Influence on High School Seniors' Career Development" (Ed.D. doctroal project, Fairleigh Dickinson University, 1979), p. 50.

FOOTNOTES (continued)

19. The "Career Development Inventory" was developed by Donald E. Super and his associates at Teachers College, Columbia University.

20. David J. Forrest and Albert S. Thompson, "The Career Debelopment Inventory," in Measuring Vocational Maturity for Counseling and Evaluation, ed. Donald E. Super (Washington, D.C.: National Vocational Guidance Association. 1974), pp. 53-66.

21. Ralph LoCascio, "The Vocational Maturity of Diverse Groups: Theory and Measurement," Measuring Vocational Maturity for Counseling and Evaluation (Washington, D.C.: National Vocational and Guidance Association, 1974), p. 103.

22. Bearg, pp. 63-78.

23. Bearg, pp. 112-113. These comments were extracted from an evaluation form given to students in the spring of 1977. It may well be that career maturity develops erratically, moving ahead or regressing at uneven rates. Although there is one maxicycle of development from childhood to old age, there are minicycles of development which occur as new information and experiences are received. Those students who were conscious of responding to the questions more cautiously during the posttesting may appear to have been regressing when, in fact, they may have been in the nadir of a minicycle. See Donald E. Super, "Retrospect, Circumspect, and Prospect," in Measuring Vocational Maturity for Counseling and Evaluation, p. 163.

24. Forrest and Thompson, p. 57.

25. The creative efforts of those implementing career education programs is difficult to measure. However, on three levels, the following are among the kinds of activities that can positively contribute to the career maturity of young people.
    (a) Micro or grassroots level: In-service programs for teachers; workshops for parents and students; creating an awareness of the political clout of organized groups in shaping legislation; role modeling as speakers for class and school presentations;
    (b) Meso or community level: Through Boards of Education the endorsement of school budgets and curricula; community people offering their businesses as work sites or for student visitations; as larger groups using their influence for appropriate legislation.
    (c) Macroor federal level: As the government continues it emphasis on egalitarian legislation and its promotion of career education as a legitimate goal of schooling, long term funding for research and grassroots projects through appropriate state agencies should be an outcome; convening regularly scheduled conferences related to career education should give feedback from parents, educators, and other interested and qualified people concerning the progress of such efforts.

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